

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English	Unit: Multicultural Poetry	Term: Spring	Year Group 8		
<p>Prior Learning: Pupils have investigated different forms of poetry and have begun to understand and appreciate a range of different poetic techniques including linguistic and structural features. Pupils have learnt how to respond to poetry using the PEE structure. They have learnt how to identify layers of meaning within a text and to support their views and ideas with evidence from the text.</p>		<p>Key Vocabulary: rhythm, rhyme, stanza, structure, form, metaphor, simile, personification, figurative language, onomatopoeia, caesura, alliteration, assonance, haiku, free verse, imagery, quatrain, sonnet, repetition.</p>			
<p>By the end of this unit...</p>					
<p>most pupils will be able to: discuss and analyse a wide variety of texts from other cultures. They will develop an understanding of how and why poets use poetry to explore the themes of culture and identity. Pupils will be confident in using PEE structure to explore and analyse a range of poetry, commenting on the poet's use of structural and linguistic devices. They will be able to compare and contrast poems and explain the effect of each poem. Pupils will be able to apply what they have learnt to their own poetry.</p>					
<p>some children will not have made so much progress. They will be able to: identify the different techniques used by poets in a range of poems. They will be able to share their ideas on a range of poems and begin to support these with evidence from the text. They will be able to recognise similarities and difference between poems. They will use technical vocabulary when discussing the poems. They will be able to write their own poem using some poetic techniques.</p>					
<p>some children will have progressed further. They will be able to: discuss and analyse with insight a wide variety of texts from other cultures. They will demonstrate an understanding of how and why poets use poetry to explore the themes of culture and identity. Pupils will be confident in using PEELD structure to explore and analyse a range of poetry, commenting on the poet's use of structural and linguistic devices. They will be able to compare and contrast poems and explain the effect of each poem and relate this to other texts studied. Pupils will be able to apply what they have learnt to their own poetry, showing an original and creative flair.</p>					
	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	<p>To be able to define what culture is and how can it influence you To be able to discuss my own culture and influences</p>	<p>Activities: Introduce the theme for this term- identity. We will be exploring this theme through poetry, prose and our own writing. Can anyone define culture? Share ideas as a class. Using images on PowerPoint explore the theme of culture further. What do we mean when we talk about 'identity'?</p>	<p>Pupil discussions and culture map.</p>	<p>PowerPoint</p>	<p>Culture map could be completed on computers.</p>

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English		Unit: Multicultural Poetry	Term: Spring	Year Group 8	
		<p>How does where you're from influence your identity, i.e. who you are as a person? Do you experience a mix of cultures? For example through friends, food, language, events in the community?</p> <p>Draw a table to note down details of your own life. Share your notes with others in the class and discuss similarities and differences.</p> <p>Make a poster/collage/patchwork showing your culture and identity – use the table to help. You could have a picture of yourself in the centre and surround it with words and images that represent all the cultural influences that affect your life and who you are.</p>			
2	<p>To explore the concept of my culture</p> <p>To apply poetic techniques to my own poetry</p>	<p>Activities:</p> <p>In this lesson pupils use their previous discussions and ideas to create their own poem on the theme of culture and identity. They may choose any form to express their ideas. Share pupils' poems. Discuss how pupils feel that their poem represents their culture and identity.</p> <p>Explain that once we have studied a number of poems on the topic of culture and identity pupils will return to their poem to redraft.</p>	Pupils' poems	PowerPoint	Pupils could create poem using ICT
3	<p>To investigate the Haiku form</p> <p>To apply this knowledge when writing on our Haiku</p>	<p>Activities:</p> <p>Using PowerPoint explore the structure of Haiku poetry. Why might this form of poetry be so powerful?</p> <p>Recap on syllables, their definition and how they are used in Haikus.</p> <p>Pupils then create their own Haikus ensure that they use the correct structure.</p>	<p>Pupil discussion on Haiku form</p> <p>Pupils' Haiku poems</p>	PowerPoint	Pupils could create poem using ICT

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English		Unit: Multicultural Poetry	Term: Spring	Year Group 8	
4	To explore Australian Culture To examine how it can be represented through poetry	Activities: Ask pupils what they know or can infer about Australian culture. Show pupils images on PowerPoint and discuss if they support or contradict ideas they had. Share biographical information on AB Paterson (or you could use ICT to research information) Listen to Snowy River. Share the text version of the poem and discuss its use of ballad form. Begin to discuss why the poet chose this form for their poem. Pupils then storyboard the events of the poem.	Pupil discussions. Storyboard of Snowy River.	PowerPoint AB Paterson biography Snowy River poem Storyboard template	Independent research could be done on AB Paterson.
5	To identify features of Reggae culture. To examine the impact of Reggae on poetry.	Activities: Discuss with pupils the concept of dialect. What is it? Do they think they have a dialect? What words are part of their dialect? Pupils complete the dialect dictionary grid and discuss how dialect links to culture and identity. Read Half-Caste with pupils. What do they notice about the dialect? Explain it is a Caribbean dialect. Why do they think the poet chose to write the poem in this way? Using what they have learnt from the poem, pupils label the image of John Agard describing what they know about his culture and identity. Discuss with pupils what they think the poem is about. Using their discussion pupils should write a 40 word paragraph, using a sentence starter if needed. Pupils draw an image to represent the themes/message of the poem.	Labelling of image and paragraph on the meaning of the poem.	PowerPoint Dialect Dictionary sheet John Agard worksheet Half-Caste poem	Pupils could find digital images which they feel represent the poem and label.
6	To explore the work of Benjamin	Activities: Start by asking pupils about the kind of person who			

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English	Unit: Multicultural Poetry	Term: Spring	Year Group 8		
	<p>Zephaniah? To evaluate how his culture influences his poetry?</p>	<p>writes poetry- what is the stereotypical image? You could show some images of a stereotypical view to see if this matches the pupils' ideas. Show an image of Benjamin Zephaniah and share some of his biographical details. Does he match their image of a poet? Read the poem <i>Dis Poetry</i>. Discuss the use of informal language and dialect. Share formal letter from a teacher with pupils. Challenge them to rewrite it in a more informal way. How does this change the message/tone of the letter? Pupils choose five lines from <i>Dis Poetry</i> and rewrite them using more formal language.</p>			
7		Activities:			